**Primary 5-11 Curriculum Map (Education for Sustainable Development)**

***PGCE***

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| **University Curriculum** | | | | | |
|  | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
|  | Sustainable Development is a contested term designed to frame key actions needed to protect and sustain people and planet, given direction by the UN SDGs and the DfE Sustainability and Climate Change Strategy (2022).    Education for Sustainable Development (ESD) equips learners across all disciplines with the knowledge, skills, attributes, and valuesrequired to pursue sustainable visions of the future.  To interpret and understand the potential of the National Curriculum and wider practices to support children’s learning about sustainable development, and how to recognise this within the diverse subjects and professional training experienced on the ITE programme.  There are varied approaches to planning for learning in ESD: for example, subject specific; cross-curricular and thematic.  ESD is significantly aligned with issues of social justice and global citizenship.  Schools, pupils and communities are representative of and impacted by dimensions of SD. The lived experience of pupils and communities can inform curriculum development and additional provision within a school.  There is a range of local, national and international networks that support delivery of ESD in schools. | **1.2,6,8**  **1.8**  **3.1-4**  **4.1**  **5.3**  **8.1-3, 7,9** | **3a, b, f, l**  **4b**  **5p**  **7n**  **8a-e, f** | BRYAN, A. 2022. Pedagogy of the implicated: advancing a social ecology of responsibility framework to promote deeper understanding of the climate crisis. *Pedagogy, Culture & Society*, 30:3, 329-348, DOI: [10.1080/14681366.2021.1977979](https://doi.org/10.1080/14681366.2021.1977979)  DEPARTMENT FOR EDUCATION. 2022. Sustainability and Climate Change Strategy. [online]. Available from: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>. [Accessed 2/8/24].  HICKMAN, C. 2020. We need to (find a way to) talk about ... Eco-anxiety. *Journal of Social Work Practice*, *34*(4), 411–424. <https://doi.org/10.1080/02650533.2020.1844166>  SCOFFHAM, S., & RAWLINSON, S. (Eds) 2022. Sustainability education: a classroom guide. Bloomsbury Academic. <https://doi.org/10.5040/9781350262119>  UNESCO. 2017.  *Education for Sustainable Development: Learning Objectives.* [online]. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000247444.page>  [Accessed 2/8/24]  UNITED NATIONS. 2022a. *Sustainable Development Goals. [online]. Available at:* [*https://sdgs.un.org/goals*](https://sdgs.un.org/goals)  {Accessed 2/8/24] | **Retrieval practice within** all curriculum areas (where relevant): questions; quizzes, online assessment within Learning Edge.  **Formative assessment.**  Outcomes of classroom-based investigations and discussions with a focus on SD dimensions, including guided exploration of resources. Resources may include images, texts (fiction/non-fiction), video/online resources, artefacts, case studies, policies, reports.  **Summative assessment:** evidence of students’ knowledge, understanding and application within module assessments. Trainees should be given the opportunity to select from SD foci suggested by the UN SDGs when exploring subject, professional matters or prospects for research. <https://sdgs.un.org/goals>  To identify and investigate learning contexts, projects and initiatives that support learning about SD, and that may have a local, national or global focus.  To identify networks and resources for CPD in ESD. |

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| **School Based Curriculum – Introductory** | | | | |
| To identify opportunities within their class for **teaching** selected dimensions of ESD by   1. Discussing with their mentor how this is embedded within the **planning** for their year group. 2. Observing or supporting **teaching** for ESD within their class or another class within the same key stage. 3. Identifying how the Sustainability and Climate Change Strategy (DfE, 2022) is evident in a school’s approach to **planning and teaching.** | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To know that schools have varying approaches for planning, teaching and learning about ESD at a school level.    To understand that classes/year groups will have different foci for ESD, including the knowledge, skills and competencies being taught.    Local social, economic or environmental factors can influence curriculum or additional provision for ESD.  To understand how the Sustainability and Climate Change Strategy (DfE, 2022) is implemented within and across the school. | **1.2**  **3.1**  **4.1** | **3a, b, f, h**  **5h**  **7n**  **8b, d** | DEPARTMENT FOR EDUCATION. 2022. Sustainability and Climate Change Strategy. [online]. Available from: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>. [Accessed 2/8/24].  HICKMAN, C. 2020. We need to (find a way to) talk about ... Eco-anxiety. *Journal of Social Work Practice*, *34*(4), 411–424. <https://doi.org/10.1080/02650533.2020.1844166>  SCOFFHAM, S., & RAWLINSON, S. (Eds) 2022. Sustainability education: a classroom guide. Bloomsbury Academic. <https://doi.org/10.5040/9781350262119>  UNITED NATIONS. 2022b. *Visit to the United Kingdom of Great Britain and Northern Ireland: report of the Special Rapporteur on Extreme Poverty and Human Rights. [online].* Available at:  <https://digitallibrary.un.org/record/3806308?ln=en>  [Accessed 2/8/24] | **Completion of a WDS/mentor discussion that includes**:   1. A brief summary of school policy and curriculum planning for ESD.   **Personal notes/observations in planning file as follows:**   1. Brief notes on the content/focus of ESD within class/year group 2. Notes of observation of teaching and learning within a selected dimension of ESD that identifies subject/ESD focus; teaching strategies; reflections on children’s learning.   **Evidence for trainee engagement with ESD should be evidenced in the mentor summary statement of the final WDS.** |

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| **School Based Curriculum – Developmental** | | | | |
| Schools have varying approaches to **leadership and curriculum planning** for ESD.  Classes/year groups will have different foci for ESD.  School policy, practice and **curriculum** development can be influenced by local social, economic or environmental issues.  How **curriculum planning** for ESD is prioritised and structured within different schools/settings. | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To be able to plan for, teach and assess dimensions of SD by:   * planning for and teaching two or more lessons with an ESD focus. * assessing children’s learning in SD through detailed lesson evaluation and reflection. * Using effective pedagogies to support the development of knowledge, skills, attitudes and values within SD.   To understand how individual schools accommodate, support and/or mitigate local, lived experience and the impact on pupils and the wider community. | **3.1-7**  **4.1, 2**  **5.1, 8**  **6.1, 4**  **8.2, 3, 4, 9** | **1a, b,**  **2a, b, d-g, h-k**  **3a-e, f-I,**  **4 d, f, i, j, l-m**  **5a, b, g,**  **6a, b, e**  **8b-e, f** | BRITISH EDUCATIONAL RESEARCH ASSOCIATION, 2022. Embedding Sustainability in Practice. [online]. Available from: <https://www.bera.ac.uk/blog-series/embedding-sustainability-education-in-practice> [Accessed 2/8/24]  DEPARTMENT FOR EDUCATION. 2022. Sustainability and Climate Change Strategy. [online]. Available from: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems>. [Accessed 2/8/24).  MINISTRY OF HOUSING, COMMUNITIES AND LOCAL GOVERNMENT. 2019. *The English Indices of Deprivation 2019: Statistical Release. [online].* Available at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835115/IoD2019_Statistical_Release.pdf> [Accessed 2/8/24] | In consultation with their/mentor or class teacher will plan for at least two lessons with a focus on ESD.  A detailed evaluation for each lesson with a focus on children’s learning about the relevant social, economic or environmental dimensions of ESD.  **Engagement with ESD should inform the mentor summary statement in the final WDS.** |

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| **School Based Curriculum –Consolidation** | | | | |
| Schools engage in a variety of **learning** opportunities within and beyond school that promote ESD.  Schools may engage with projects, initiatives and partnerships with a local, national or global reach.  Schools have diverse approaches to empowering pupils and communities in respect of ESD.  Teachers **plan and teach** units of work with an ESD focus | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Understand how schools promote learning in, about and for ESD by engaging with projects and initiatives.  Be able to plan a unit of work/series of lessons with an ESD focus.  Understand how schools empower pupils through the curriculum and wider opportunities (for example, school eco-councils; lunchtime or after school clubs). | **1.1, 2, 6**  **2.1, 2**  **3.1-7**  **4.1,2**  **8.3** | **1b**  **3a-e, f**  **4b, l**  **5g**  **6d**  **8a-e, f** | CLARKE, L and ABBOTT, L. 2019. Seeking equilibrium between a social justice and a charity stance towards global learning among Northern Ireland pupils. *Int J Develop Educ Gobal Learn.* Vol. 11(2):175-188. DOI: 10.18546/IJDEGL.11.2.04  MUNKEBY, E., SCHEJE E., GABRIELSEN, A., JORDET, A., MISUND, S., NERGARD, T. and OYEHAUG, B. 2020. Interdisciplinary primary school curriculum units for sustainable development, *Environmental Education Research*, 26:6, 795-811, DOI: 10.1080/13504622.2020.1750568  SCOFFHAM, S., & RAWLINSON, S. (Eds) 2022. *Sustainability education: a classroom guide*. Bloomsbury Academic. <https://doi.org/10.5040/9781350262119> | At the start of the placement, write briefly about your initial discussions/negotiations with your teacher/mentor about ESD. (**WDS)**  In consultation with mentor/class teacher, plan a unit of work (sequence of lessons) that incorporates a subject or cross curricular focus on a selected dimension of ESD. **(Planning file**)  **OR**  Lead a lunchtime or after school club with a focus on a dimension of ESD suggested by the UN SDGs. <https://sdgs.un.org/goals>  **WDS final summary report by mentor.** |